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### A Study of the Word Processing Field in the Tidewater Area

Patricia G. Powell  
*Old Dominion University*

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A STUDY OF THE WORD  
PROCESSING FIELD IN THE TIDEWATER AREA

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A RESEARCH REPORT PRESENTED TO  
DR. JOHN M. RITZ  
OLD DOMINION UNIVERSITY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
OF  
MASTERS OF SCIENCE DEGREE  
SECONDARY EDUCATION

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BY  
PATRICIA G. POWELL

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APPROVAL PAGE

This research paper was prepared by Patricia G. Powell under the direction of Dr. John M. Ritz in Vocational Technical Education, 635 Methods of Research, and 636 Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

APPROVED BY: John M. Ritz 11-20-86  
JOHN M. RITZ, ED.D DATE

-----  
Graduate Program Director DATE

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## CHAPTER I

### INTRODUCTION

Word processing had become a major issue of concern in the 1980s. Because of the relatively newness, it was becoming a growing profession in the world of office technology. Word processing positions, such as a word processing trainee, could have a salary range of around \$5,564 to \$24,024 yearly. The word processing trainee had to have good grammar, good ability to use reference materials and be able to work well as part of a team. A word processing specialist had a salary range of \$6,864 - \$27,300 and they had to have a minimum of eighteen months experience, same skills as a trainee plus understand proofreading marks and be able to demonstrate knowledge of word processing procedures and records. A word processing trainer had to have several years of word processing experience in addition to being able to instruct others.

One who entered the field of word processing had a variety of choices to select from once they entered this growing profession in office technology. People entering the word processing field could work in various fields. These fields could be in the legal, medical, or corporate aspect.

## STATEMENT OF PROBLEM

The problem of this study was to determine what type of job opportunities were available and what skills were needed for these jobs in the word processing field in the Tidewater area of Virginia.

## RESEARCH GOALS

To study word processing, one must gain information on these specific areas:

1. To determine what jobs would be available in the word processing field in the Tidewater region in the next five years.
2. To determine the entry skill levels that would be required by employers in the word processing field.
3. To suggest curricular changes needed in Tidewater area word processing training programs.

## BACKGROUND AND SIGNIFICANCE

Due to the demand for word processing centers and word processors, there had been a lot of research done on word processing. Previous studies in word processing (Bureau of Labor Statistics, 1982) were conducted to determine the desirability of students with degrees in word processing.



As of January, 1983, the Bureau of Labor Statistics had not yet classified word processing as an occupation.

A look at the help wanted advertisements in the newspaper indicated that there were many opportunities available, but no precise data was available to indicate the magnitude of the current use of word processing in the Tidewater area.

Another study by the International Information Word Processing and Salary Association showed the requirements and ranges that would be needed for word processing positions.

This study will show the need for word processing in the job market and how it should be implemented into the curriculum in vocational and/or the college curriculum. People who enter the word processing field will either be in a mediocre position or they will advance to higher positions in the business world.

Results of this study can be beneficial to vocational personnel, counselors, and parents who tend to have a deep interest in the student's future endeavors.

#### LIMITATIONS

Due to the rapid changes in modern technology, this study will be limited to the Tidewater area which

consists of Hampton, Newport News, Norfolk, Virginia Beach and Chesapeake.

It will examine the employers in the Tidewater area who will need employable word processor personnel.

#### ASSUMPTIONS

To have a random sample, local businesses and industry in the Tidewater area would be surveyed to determine the variation of demands in word processing and the variations for positions in word processing.

In addition, students need certain concepts and skills to use word processing.

#### PROCEDURES

Employers in the business world in the Tidewater area were surveyed. This was done by the use of a mailed questionnaire to various companies and corporations. The completion of the questionnaire by these people will be summarized and tabulated, and the conclusions and recommendations of this questionnaire will follow.

#### DEFINITION OF TERMS

Listed below are numerous terminologies used in the technological field:

word processing - computerized system programmed for rapid, efficient production and editing of letters,

reports, business records, etc, usually including a keyboard, a video display, memory storage on tapes or disks, and a high-speed printer.

vocational - of, pertaining to, or noting instruction or guidance in an occupation or profession chosen as a career or in the choice of a career.

college prep - institution type classes taught to the secondary school to prepare student for an institution of higher learning that teaches primarily general or liberal arts education.

incorporated - to combine in one body; made part of.

corporation - an association of individuals, created by law and existing as an entity with powers and liabilities independent of those of its members.

echelon - a level of command, authority or rank.

#### OVERVIEW OF CHAPTERS

Chapter I's intention was to outline the field of study by: a) the statement of the problem, b) research goals, c) background and significance, d) limitations, e) assumptions, f) procedures, g) definition of terms, and h) overview of chapters.

Chapter II will review the literature related to the problem and Chapter III will discuss the methods and procedures. Also, Chapter IV will discuss the findings of the study and Chapter V will summarize, conclude, and recommend proposals of the study.

## CHAPTER II

### REVIEW OF LITERATURE

The review of literature in this chapter contains data relevant to word processing technology. The origin and definition of word processing are identified. Developments in word processing technology are also described along with descriptions of educational programs.

#### Definition of Word Processing

To define word processing, one can say it is "people making better use of a managed system of information through improved procedures and modern equipment" (Konkel/Peck, 1976). It enables us to store recorded information so that we can retrieve it at a later date. Word processing may also be defined as the method of transcribing ideas in the form of spoken or written language into typewritten, printed, or electronic form through the combined use of systems management procedures, automated technology, and skilled personnel. This cycle generally involves a recording process (longhand or dictated), an input process (keyboarding), and an output process (final typewritten copy).

Word processing manipulates words. The original document is prepared to contain the information and thoughts of the originator. With the use of a text editing machine or display typewriter, the document will then be ready to edit and to format. Next you can prepare the document for transmission.

Word processing has seven steps in the document cycle. All word processing systems should have these steps identified in their word processing system. The first step is the origination. Then there is the production, reproduction, filing, storage and retrieval, and lastly, there is the distribution. You originate the document, produce the document, reproduce a copy of it, file a copy for later use, and then distribute the original copy.

An integral part of word processing and terms that are closely associated with word processing are information and information processing. Information is words, symbols or numbers in an unwritten or written form and is used to express an idea. Information processing is the movement of these words, symbols, or numbers from the origination of an idea to its final destination. In word processing, these two terms are sometimes simultaneously used with word processing to more accurately describe and define fully the meaning of

word processing. Some other terms that are integral parts of word processing are internal and external storage, nondisplay and display systems.

Internal storage is storage of information (characters, numbers, symbols, spaces) electronically inside the automated equipment where it's not touched or handled. The different types of internal storage (computer-on-a-chip), bubble memory and holography can be found on word processing equipment.

External storage is the external medium where information is electronically stored. The various types of external storage are paper tape, magnetic tape, magnetic card, magnetic disk or diskette, and hard disks.

Nondisplay terminals print hard copy on the same piece of equipment. One type of nondisplay terminal is the blind terminal. It does not provide the secretary a view of the whole page of material as corrections or revisions are made.

Display systems print the document on the screen and shows what has been retrieved from storage. There are two types of display systems and they are partial displays and dual displays.

## DEVELOPMENT IN WORD PROCESSING TECHNOLOGY

The first step in the evolution of the word processor was introduced in the 1930's and this was the automatic typewriter (Konkel/Peck, 1976). The automatic typewriter is the oldest and least expensive of the word processing typewriters produced today. The automatic typewriter was made to handle repetitive letters, form letters and contracts. The addition of punched paper tape improved the automatic typewriters. This addition was in the 1950s. Also, during this time span, the tele-typewriter was invented. The tele-typewriter consists of a keyboard, printer and a paper tape/punch reader. It records data on the storage media. This data can be sent over telephone lines to a tele-type in another location.

In the 1960s, a text editor was developed to store typewritten material and to revise work. Other names for the text editor were power typewriters or keyboards. Storage of data could be in an internal memory or on cards, tapes, cassettes, or disks.

The term word processing was originated in 1964 by International Business Machines (IBM) (Konkel/Peck, 1976). IBM introduced the Magnetic Tape Selectric Typewriter (MT/ST) which added another dimension to what a typewriter could do. As said previously, this

machine was called a text editor. It allowed the secretary to play back documents and also enabled her to edit the document by adding, deleting the paragraphs and by rearranging the margins.

Today word processing has become prevalent in all areas of business and industries. The word processors are utilized in the federal government, foreign government, law industry, medical industry, and various other businesses and industry. In the Tidewater region the word processors are utilized in the high school system, college system, vocational system, and at various government installations such as NASA, Langley, Ft Monroe and Ft Eustis. Another large industry that utilized word processors is the Newport News Shipyard.

In the future, word processing will become more specialized. It will become integrated in the field of data processing. This means that the equipment has two features--word processing and data processing capabilities. Data processing usually deals with raw data. With the use of the computer, this information is utilized by managers. The data processing cycle includes recording, coding, sorting, calculating, summarizing, communicating, storing and retrieving. It also has a central processing unit consisting of an internal memory, arithmetic-logic units, and a control unit.



Microprocessing is also integrated with word processing. The microcomputer utilizes the word processing machine with the use of specially designed software.

## Educational Programs In Word Processing

Word procesing is taught usually on the vocational and two year college level. On the vocational level, this is usually through a high school which teaches word processing on a half-day basis with the student going to high school on the other half. Students who attend Vo-Tech on a half day basis are taught word processing concepts and are usually employed after a specific time in one of the local businesses or industries.

On the two year college level, word processing is set up by semesters. The students will complete a 60-credit degree in word processing technology. They will cover a variety of business courses to include accounting, data processing and computer science, business law and business math. Specific courses in the word processing curriculum will include word processing communications, word processing systems, word processing applications, word processing procedures, machine transcription, word processing, word processing administration and word processing internship.

Other programs that are taught for people interested in word processing are seminars and workshops. (Some programs may be at propriety schools such as Keys Business College). The seminars are taught to business people in the community and they are usually short, 1-3 hour seminars to give an overview of word

processing capabilities for those considering them for use in their businesses. Workshops are about 15-25 hours and they provide entry-level skills on the word processing equipment. This is usually taught to those people who are looking for new positions or those that want to reenter the job market.

#### SUMMARY

In this chapter, a definition of word processing was provided and the development of word processing technology was traced. Also, descriptions of several educational programs in the word processing field were presented. In the next chapter, the methods and procedures for gathering and processing the data for this study will be described.

### CHAPTER III

#### METHODS AND PROCEDURES

This chapter contained the Methods and Procedures that were used to conduct this study in word processing. In this chapter, there will be a description of the population, the survey, data collection, and treatment of the data.

#### POPULATION

The population of this study was comprised of personnel directors and supervisors in the Tidewater region. The industries surveyed were the larger employers in the region. Examples included Newport News Shipbuilding, Sovran Financial Corporation, Virginia Power, , Chesapeake Potomac Telephone Company, Sperry Corporation, Norfolk Shipbuilding Drydock, Bendix Corporation, etc. Appendix A listed all industries surveyed.

#### SURVEYED INSTRUMENT

The purpose of this research was to collect data from industries in the Tidewater area. A mailed survey was used to conduct this research on jobs available and skills needed in the area of word processing. This survey consisted of open and closed questions. A sample of the survey is found in Appendix B.

## DATA COLLECTION

A cover letter accompanied the survey. It was sent out on November 14, 1984 and November 11, 1985 to the Personnel Directors and supervisors of those industries listed in Appendix A. The reason for this lapse was that all surveys I sent out at first to the Peninsula area did not respond. I then proceeded to send out surveys the fall semester of 1985. A self-addressed stamped envelope was enclosed. A sample of the cover letter is found in Appendix C.

## TREATMENT OF THE DATA

The information that was obtained from the survey was analyzed by percentage (or percentile). The survey contained the company and position of the employer in the company. Twelve questions were asked pertaining to the subject in this paper. There were a total of 75 surveys sent out which will be tabulated.

## SUMMARY

After the survey was completed, all of the data that was compiled will be tabulated, interpreted and analyzed. All of the results of the survey will be given in Chapter IV, Findings. The findings of the survey will be discussed in Chapter V, Summary, Conclusions and Recommendations.

## CHAPTER IV

### FINDINGS

The problem of this study was to find out what job opportunities in the world processing field will be available and the skills needed for the jobs in the Tidewater area.

Out of 75 surveys sent out, thirty nine percent or twenty nine replied. Out of the thirty nine percent that answered the survey, seventy two percent or twenty one did use word processing. A breakdown of each question by those that answered revealed the following:

1) Do you currently use word processing in your industry? Seventy two percent or twenty one used word processing. Stations with one to five used nine (or forty three percent); stations with six to ten used six (or twenty nine percent); and stations with eleven or more used six (or twenty nine percent).

2) What percentage of time does your clerical personnel spend daily in using word processing equipment? Twenty nine percent or six spent 25% of their time using the word processing equipment. Fourteen percent or three spent 50% of their time using word processing. Forty three percent or nine spent 75% of

their time using word processing equipment and another fourteen percent or three spent 100% of their time using word processing equipment.

3) In what types of task does your industry employ word processing technology? Thirty seven percent or twenty one used letters and memos. Thirty one percent or eighteen used narrative reports and thirty two percent or nineteen used statistical data records.

4) Does your industry have a centralized word processing center or does it operate on individualized work stations? Thirty eight percent or eight used the centralized word processing center and sixty two percent or thirteen used individualized stations.

5) Are you currently hiring clerical personnel who must possess word processing skills? Nineteen percent or four said yes they hire clerical personnel who possess word processing skills and eighty one percent or seventeen said no they do not have to possess word processing skills.

6) Do you anticipate hiring clerical personnel with word processing skills in the future? Thirty eight percent or eight will hire personnel with word processing skills; thirty three percent or seven had no estimate; fourteen percent or three will hire replacement only; and another fourteen percent or three had no answer at all.

7) Check the following prerequisite skills you would like word processing personnel to possess (English grammar, Communication Skills, Typing Proficiency, Basic Mathematics, and Shorthand were listed). One hundred percent or twenty one wanted English grammar; ninety one percent or nineteen wanted communication skills; one hundred percent or twenty one wanted typing as a prerequisite; fifty seven percent or twelve wanted math; ninety one percent or nineteen wanted shorthand as a prerequisite.

8) What is your minimum typing requirement for hiring clerical personnel? Nine percent or two had a minimum requirement of 30 wpm; five percent or one had a minimum requirement of 40 wpm; twenty four percent or five wanted 45 wpm; forty three percent or nine wanted 55 wpm as a minimum; five percent or one wanted 60 wpm; and fourteen percent or three wanted 65 wpm as a minimum typing requirement.

9) Should spelling be a prerequisite as a requirement to obtain a job in word processing technology? Ninety percent or nineteen said yes spelling should be a prerequisite and 10 percent or two said no that spelling should not be a prerequisite to obtain a job in word processing technology.

10) Does your company have a training program to develop word processing skills for your clerical personnel?



If so, is it an in-house program or is it provided by another institution? Sixty seven percent or fourteen said yes they had a training program and thirty three percent or seven said no they did not have a training program for their clerical personnel. Forty eight percent or ten had an in-house training program and fifty two percent or eleven had a training program at another institution.

11) Should training sessions consist of a half-day or a whole-day at an institution? Thirty eight percent or eight had a half-day training session; thirty eight percent or eight had a whole day training program. Also ten percent or two had a one week training program and another fourteen percent or three had a two week-two day training program.

12) Would you like to have an intensified word processing technology program available for your clerical personnel? Seventy one percent or fifteen said yes they would like to have an intensified word processing technology program available and twenty nine percent or six said no that they did not want an intensified program.

#### SUMMARY

The percentile method was used to calculate the answers to these questions. The findings of this survey

makes it more easy to interpret and analyze for the people such as counselors, teachers, and personnel directors.

## CHAPTER V

### SUMMARY, CONCLUSIONS, & RECOMMENDATIONS

The problem of this study was to determine what type of job opportunities were available and what skills were needed for these jobs in the word processing field in the Tidewater area of Virginia.

The goals of this study were:

1. To determine what jobs that would be available in the word processing field in the Tidewater region in the next five years.

2. To determine the entry skill levels that would be required of employers in the word processing field.

3. To suggest curricular changes needed in the Tidewater area word processing training program.

### CONCLUSIONS

The following conclusions were found:

1. There will be a steady increase in the word processing field in the Tidewater region. It will not be a very slow pace nor will it be a very fast pace. It will be a moderate pace set by how fast industry and technology will develop.

2. The entry skill levels the employers would require are English grammar, communication skills, typing, basic math and shorthand. The only skill measured was typing and the minimum requirement for typing was 55 wpm. Spelling should be a very high requirement to enable personnel to catch the errors of those who produce the products. More intense programs for word processing personnel should be implemented whether it be in-house training or training at another institution.

## RECOMMENDATIONS

One recommendation (or suggestion) for a curricular change is to add spelling to the curriculum. Another recommendation (or suggestion) for a curricular change would be to have either a whole day or a half-day training session to be conducted at another institution.

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APPENDIX A

C & P Telephone Co  
130 West Bute St  
Norfolk, VA 23510

Virginia Power  
2700 Cromwell Dr  
Norfolk, VA 23509

Leggett Military Circle/Lynnhaven  
P O Box 12753  
Norfolk, VA 23502

Thalhimers  
Military Circle Mall  
Norfolk, VA 23502

Williams Corp of Virginia  
925 S. Military Highway  
Norfolk, VA 23502

CBN University  
Centerville Tpke/Indian River Rd  
Virginia Beach, VA 23464

American Eastern  
4396 Route 134  
Tabb, VA 23602

The Bendix Corporation  
PO Box 2302  
Newport News, VA 23602

Blake and Bass Seafood Co, Inc  
909 Jefferson Ave  
Newport News, VA 23607

The Phil Carter System, Inc  
1014 Jefferson Ave  
Newport News, VA 23607

Colony Metals, Inc  
PO Box 2219  
Newport News, VA 23602

Columbian Rope Company  
P O Box 1577  
Newport News, VA 23601

Eastern Maintenance Corp  
161 Richneck Road  
Newport News, VA 23602

Southland Corporation  
Baker Rd & Weblin Dr  
Norfolk, VA 23462

Piedmont Aviation Inc  
P O Box 12238  
Norfolk, VA 23502

Sovran Financial Corp  
1 Commercial Place  
Norfolk, VA 23510

Beverly Enterprises  
3284 Virginia Beach Blvd  
Virginia Beach, VA 23452

United Virginia Bank  
5 Main Plaza East  
Norfolk, VA 23510

Akers Beverage Company  
4801 Roanoke Ave  
Newport News, VA 23607

Asheville Mica Company  
PO Box 318  
Newport News, VA 23607

Benson-Phillips Co, Inc  
PO Drawer 18  
Newport News, VA 23605

The Chessie System  
2210 Harbor Road  
Newport News, VA 23607

Coats and Clark, Inc  
PO Box C  
Newport News, VA 23605

Davis Boat Works, Inc  
1006 Terminal Ave  
Newport News, VA 23607

Dynamic Engineering, Inc  
P O Drawer 6627  
Newport News, VA 23606

Gambro, Inc  
5000 Chestnut Ave  
Newport News, VA 23605



Franklin Printing Co, Inc  
P O Box 736  
Newport News, VA 23607

Glisson Masonry Corporation  
P O Box 5045  
Newport News, VA 23605

Golden Food Products, Inc  
4031 44th St  
Newport News, VA 23607

Horne Brothers, Inc  
P O Box 21  
Newport News, VA 23607

Liebherr-America, Inc.  
P O Drawer 0  
Newport News, VA 23605

Mica of Canada, Inc  
P O Box 318  
Newport News, VA 23607

Modern Machine & Tool Co, Inc  
P O Box 1247  
Newport News, VA 23606

National Linen Service #59  
3207 Terminal Ave  
Newport News, VA 23607

Tri-Cities Beverages Corp  
612 Industrial Park Road  
Newport News, VA 23602

Waco, Inc  
P O Box 2679  
Newport News, VA 23607

Peninsula Supply Co, Inc  
P O Box 265  
Newport News, VA 23607

Navidyne Corporation  
1824 Fishing Point Dr  
Newport News, VA 23606

Mr. Frosty Seafoods, Inc  
P O Box 316  
Newport News, AV 23607

Gloria Manufacturing, Co  
515 24th St  
Newport News, VA 23607

Grapha Manufacturing Co  
850 Jefferson Ave  
Newport News, VA 23606

Hampton Hardwood Corp  
P O Box 5109  
Hampton, VA 23605

Martin & Richardson Seafood  
801 Jefferson Ave  
Newport News, VA 23607

Marva Maid Dairy  
P O Box 272  
Newport News, VA 23605

E. W. Muller Contractor  
P O Box 1295  
Newport News, VA 23601

Sperry Systems Management  
Newport News Shipbuilding  
Newport News, VA 23607

Union Carbide Corp  
11803 Jefferson Ave  
Newport News, VA 23601

Waterfront Lumber Co  
P O Box 292  
Newport News, VA 23607

Seaboard Bandag Company  
705-A Industrial Park Dr  
Newport News, VA 23602

Old Dominion Crab Co, Inc  
807 Jefferson Ave  
Newport News, VA 23607

Newport News Industrial Corp  
60 - 41st St  
Newport News, VA 23607

Newport News Shipbuilding  
801 Washington Ave  
Newport News, VA 23607

Weaver Brothers, Inc  
P O Box 806  
Newport News, VA 23607

Central Fidelity Bank  
100 Waterside Dr & Main St  
Norfolk, VA 23510

AT&T Communications  
136 West Bute St  
Norfolk, VA 23510

Rosso & Mastracco, Inc  
1187 Azalea Garden Rd  
Norfolk, VA 23502

Eastern Virginia Medical Authority  
358 Mowbray Arch  
Norfolk, VA 23507

Sandler Foods, Inc  
1224 Diamond Springs Rd  
Virginia Beach, VA 23455

Weyerhaeuser Company  
201 Dexter Street  
Chesapeake, VA 23324

Sperry Corporation  
600 Lynnhaven Parkway  
Virginia Beach, VA 23452

Virginia International Terminals  
Incorporated  
7737 Hampton Boulevard  
Norfolk, VA 23502

Hess's  
160 Janaf Hall  
Norfolk, VA 23502

Virginia Beach General  
1060 First Colonial Rd  
Virginia Beach, VA 23454

Parkview Supply Co, Inc  
5875 Jefferson Ave  
Newport News, VA 23605

Peelbes Supply Corp  
P O Drawer 2777  
Newport News, VA 23602

Williamsburg Packaging Corp  
815 Chapman Way  
Newport News, VA 23602

Norfolk State University  
Corprew & Park Ave  
Norfolk, VA 23504

Commonwealth Foods  
3487 Inventor's Road  
Norfolk, VA 23502

Chesapeake General Hospital  
736 Battlefield Blvd N.  
Chesapeake, VA 23320

Norfolk Shipbuilding &  
Drydock Corporation  
PO Box 2100  
Norfolk, VA 23501

Lone Star Industries, Inc  
PO Box 420  
Norfolk, VA 23502

Cox Cable of Tidewater, Inc  
5200 Cleveland St  
Virginia Beach, VA 23462

Unidyne Corporation  
3835 E. Princess Anne Rd  
Norfolk, VA 23502

Omni International Hotel  
777 Waterside Dr  
Norfolk, VA 23510

High's Ice Cream Corp  
1063 W. 38 St  
Norfolk, VA 23508

APPENDIX B

## INTEREST SURVEY

I am a graduate student at Old Dominion University pursuing a Master's degree in Vocational Education. This survey is a partial fulfillment for me as a Business Educator to complete requirements for my degree. The purpose of this survey is to identify the use and training needs in the area of word processing technology. This survey is designed to collect data on availability of jobs, entry-skill levels required and training needs in word processing technology.

NAME: \_\_\_\_\_

POSITION: \_\_\_\_\_

COMPANY: \_\_\_\_\_

DIRECTIONS: Please circle appropriate responses and answer questions where specified.

1. Do you currently use word processing technology in your industry? (Yes/No) If so, approximately how many stations do you possess?

- (a) 0      (b) 1-5      (c) 6-10      (d) 11 or more

2. What percentage of time does your clerical personnel spend daily in using word processing equipment?

- (a) 25%      (b) 50%      (c) 75%      (d) 100%

3. In what types of task does your industry employ word processing technology?

- (a) Letters/Memos      (b) Narrative reports      (c) statistical data/record

4. Does your industry have a centralized word processing center or does it operate on individualized work stations?

- (a) Centers      (b) Individualized stations

(5) Are you currently hiring clerical personnel who must possess word processing skills?

- (a) Yes      (b) No

6. Do you anticipate hiring clerical personnel with word processing skills in the future? (Yes/No). If you do, how many do you project per year?

1985 \_\_\_\_\_

1986 \_\_\_\_\_

1987 \_\_\_\_\_

1988 \_\_\_\_\_

7. Check the following prerequisite skills you would like word processing personnel to possess.

English Grammar \_\_\_\_\_

Communication Skills \_\_\_\_\_

Typing Proficiency \_\_\_\_\_

Basic Mathematics \_\_\_\_\_

Shorthand \_\_\_\_\_

8. What is your minimum typing requirement for hiring clerical personnel?

(a) 30 WPM      (b) 45 WPM      (c) 55 WPM

9. Should spelling be a prerequisite as a requirement to obtain a job in word processing technology?

(a) Yes                      (b) No

10. Does your company have a training program to develop word processing skills for your clerical personnel? (Yes/No) If so, is it an in-house program or is it provided by another institution \_\_\_\_\_

11. Should training sessions consist of a half-day or a whole-day at an institution?

(a)                              (b) Whole

12. Would you like to have an intensified word processing technology program available for your clerical personnel?

(a) Yes

(b) No

Thank you for your assistance.

APPENDIX C

MEMORANDUM

TO: Selected Industry

FROM: Ms. Patricia G. Powell

SUBJECT: INTEREST SURVEY

DATE: November 19, 1984

Your industry has been selected to participate in a local survey on the use and skills needed in the field of word processing. I would greatly appreciate it if you would answer these questions referencing word processing and please return this survey to me by November 29, 1984.

The intent of this study is to identify the use of word processing technology and the intensity of training that may be required to enhance the proficiency of clerical personnel in this field.

I would greatly appreciate the support and cooperation of everyone who has received this survey. Thank you very much.

ENCLOSURE



MEMORANDUM

TO: Selected Industry

FROM: Ms. Patricia G. Powell

SUBJECT: INTEREST SURVEY

DATE: November 11, 1985

Your industry has been selected to participate in a local survey on the use and skills needed in the field of word processing. I would greatly appreciate it if you would answer these questions referencing word processing and please return this survey to me by November 29, 1985.

The intent of this study is to identify the use of word processing technology and the intensity of training that may be required to enhance the proficiency of clerical personnel in this field.

I would greatly appreciate the support and cooperation of everyone who has received this survey. Thank you very much.

ENCLOSURE